

# **Arizona's Instrument to Measure Standards (AIMS HS)**

## **Writing and Reading**

### **Released Items**

November 15, 2008

## AIMS Reading Released Items for 2008

As part of Superintendent Tom Horne's ongoing efforts to improve the communication of academic expectations, the Arizona Department of Education is releasing High School writing, reading, and mathematics items to the public. This release is intended to provide students, parents, teachers, and the community with specific examples of the types of skills being assessed on the AIMS tests. The release is divided into a writing/reading form and a mathematics form, similar to the AIMS test.

Included in this release is a previous prompt and directions used in the AIMS assessments. Following the writing prompt are two reading passages, directions, and the items associated with each passage in the form of a mini-test. These passages and items are from the 2003, 2004, and 2005 AIMS administrations. The final section will contain the individual items with the correct answers and statistical information about each item.

The mathematics section consists of a mini-test with thirty-two items from the 2002 through 2007 AIMS administrations, followed by the individual items and their statistics.

The statistical information includes:

- 1) item identification number;
- 2) correct answer;
- 3) response probability (P-Value), which represents the percentage of students who answered the question correctly;
- 4) Rasch difficulty, which measures the difficulty of the item on a scale in which -3 indicates a very easy item and +3 indicates an extremely difficult item; and
- 5) performance objective as the item aligns to the 2003 standards.

The items are reproductions of the actual items as they appeared on the AIMS tests. If you have any questions, please contact Frank Brashear, Director of Test & Item Development, at (602) 542-5031.

# WRITING

# WRITING

## Writing

**Directions:**

Read the writing prompt below. Use the next page for your prewriting and planning. Then write your draft on pages 6 and 7.

The professional world often requires you to introduce yourself to other people. Think about some things you would want other people to know about you.

Write an essay for a future employer describing yourself and your abilities.

Your essay should:

- Include an introduction with a clearly stated thesis.
- Be supported with details, facts, examples, or descriptions.
- Have an effective conclusion.

Remember to edit for spelling, grammar, punctuation, and capitalization.

*Go On*



# WRITING

**Directions:**

Use the prewriting and planning space below for notes, lists, webs, outlines, and anything else that might help you plan your writing.

## Prewriting and Planning

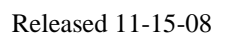
*Go On* 

**Write your draft on the following lines. Refer to the writing prompt and your prewriting and planning space as you write your draft.**

# Draft

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# WRITING

## Final Copy

**DIRECTIONS:**

Now you are going to revise your draft. Read your draft, then use the questions in the Writer's Checklist as a guide to make your changes. Check each box if you can answer "yes" to that question.

### WRITER'S CHECKLIST

- ☐ Does my paper have a specific audience and a specific purpose?
- ☐ Does my paper contain a strong controlling idea?
- ☐ Does my paper stay on topic?
- ☐ Does my paper include specific and relevant details, reasons, and examples?
- ☐ Does my paper have an effective beginning, middle, and end?
- ☐ Does my paper progress in a logical order, and do my ideas flow smoothly?
- ☐ Does my paper contain interesting audience appropriate vocabulary?
- ☐ Does my paper contain sentences that are clear and varied in structure?
- ☐ Does my paper include effective use of paragraphing?
- ☐ Does my paper include correct grammar/usage, punctuation, capitalization, and spelling?

**DIRECTIONS:**

For each box you did not check, make a change on your draft. Then write your final version in your answer document.

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# READING

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**Directions:**

Read the letter. Then answer Numbers 1 through 5.



April 10

Dear Editor:

In her letter printed in the *Weston Tribune* of April 3, Marsha Benton suggested that it was time for the government to enact laws prohibiting journalists and reporters from criticizing the government or elected officials. I do not agree.

I am a sophomore at Weston-Parkfield High School and am in the journalism club. Our advisor, Mr. Ives, has been helping us to understand how the First Amendment of the Bill of Rights of the United States Constitution protects all Americans by guaranteeing freedom of the press.

First Amendment freedoms are designed to prevent the government from pressuring journalists and reporters to say and print only things that make the government look good. History shows that terrible things like the Holocaust in Nazi Germany result when people are not allowed to express their discontent with the government or its officials.

Justice Brennan, who delivered the opinion of the Supreme Court in *New York Times Co. v. Sullivan* (1964), wrote, "The maintenance of the opportunity for free political discussion to the end that government may be responsive to the will of the people and that changes may be obtained by lawful means, an opportunity essential to the security of the Republic, is a fundamental principle of our constitutional system."

There is no democracy where there is no voice of the people. The Constitution allows freedom of speech, even if what is said exposes the government or elected officials. This is not a bad thing. This freedom allows citizens to watch elected officials to see if they are really doing their jobs. When public servants are abusing power or failing to do their jobs in the interest of the people, a free press alerts the general public. Injustices are exposed. If the press were not allowed to print anything that criticizes the government or elected officials, the wrongs would never be corrected.

In November 1734, John Peter Zenger, a Colonial publisher, was arrested and jailed for censuring New York Governor William Cosby. At his trial, his attorney admitted that Zenger had published offensive comments about Cosby but declared that it was not libel because it was true. The jury acquitted Zenger, saying his attacks on the governor were based on facts.

Go On 

The United States does not need laws that govern what journalists or reporters are allowed to speak or write. The real issue here is that we need journalists and reporters who respect the freedoms we have in America and are willing to return to the past standards of honest, factual reporting. Instead of rushing to be the first with breaking news that may be misleading, incomplete, or wrong, journalists and reporters should work hard to obtain all the facts and report in an unbiased way.

Those who value democracy, value conscientious journalists and reporters who help them understand issues and legislation that affect their lives. Since democracy is all about rule by the people, we would not have a democracy if the government dictated what the people and the press were allowed to say. Legislating the press, as Marsha Benton suggests, would silence the voice of the American people.

A future journalist,  
Elizabeth Goldstein


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**1** According to Elizabeth, what does limiting freedom of expression cause?

- A** abuse of power by authorities
- B** adequate information
- C** injustice to be exposed
- D** a more peaceful country

**2** What is Elizabeth's solution to the problem of inaccurate reporting?

- A** Publishers should alter reporters' offensive documents.
- B** Reporters should strive for honesty when gathering facts.
- C** Citizens should freely speak about the issues.
- D** Judges should support freedom of expression.

Go On 

**3** Read this sentence from the letter.

Instead of rushing to be the first with breaking news that may be misleading, incomplete, or wrong, journalists and reporters should work hard to obtain all the facts and report in an unbiased way.

What assumption does Elizabeth make in this sentence?

- A** Obtaining all the facts will cause reporters to be biased.
- B** Rushing to report a story increases the chances of making an error.
- C** Most journalists are concerned with being accurate and fair.
- D** Citizens can trust most reports of breaking news stories.

**4** Which opinion of Marsha Benton does Elizabeth argue against?

- A** The U.S. needs more laws prohibiting criticism of elected officials.
- B** The U.S. needs more laws allowing people to criticize government.
- C** The U.S. needs more laws against journalists who libel officials.
- D** The U.S. needs more laws against government officials who abuse power.

**5** In the sixth paragraph, what is the meaning of libel?

- A** spreading lies to damage someone's reputation
- B** criticizing authorities to cause trouble
- C** exposing injustice to make the world better
- D** controlling thought to maintain peace

Go On 

**Directions:**

Read the application. Do not fill out the application. Answer Numbers 6 through 12.



**CAMP BUCKHORN**

**APPLICATION FOR SUMMER EMPLOYMENT**

**GENERAL INFORMATION**

First Name \_\_\_\_\_ Middle Name \_\_\_\_\_ Last Name \_\_\_\_\_

Street Address or P.O. Box \_\_\_\_\_ City, State & Zip \_\_\_\_\_

Telephone Number \_\_\_\_\_ Social Security Number \_\_\_\_\_

What is the earliest date you will be available? \_\_\_\_\_

What is the latest date through which you can remain? \_\_\_\_\_

For some positions, you must be 18 years old or older. Are you 18 years old or older? ☐ Yes ☐ No

For some duties, you must have a valid driver's license. Do you have a valid driver's license? ☐ Yes ☐ No

**EDUCATIONAL BACKGROUND \***

**HIGH SCHOOL:**

Name of School \_\_\_\_\_ City \_\_\_\_\_ State & Zip \_\_\_\_\_

**COLLEGES, UNIVERSITIES, OR TECHNICAL SCHOOLS:**

Name of School \_\_\_\_\_ City \_\_\_\_\_ State & Zip \_\_\_\_\_

Dates Attended \_\_\_\_\_ Field of Study \_\_\_\_\_ Degree Received/Expected \_\_\_\_\_

**WORK EXPERIENCE \***

Employer \_\_\_\_\_

Street \_\_\_\_\_ City, State & Zip \_\_\_\_\_

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

*\* Include additional EDUCATIONAL and WORK history on a separate sheet of paper, along with 3 names as references.*

**CERTIFICATIONS & SPECIAL COURSES (provide the date for each course that applies)**

Lifeguard  First Aid  CPR  EMT

**SPECIFIC SKILLS**

Please list skills under each category that you are prepared to either teach or assist in teaching.

Arts & Crafts	Swimming & Sports	Horseback Riding	Hiking, Biking, & Rafting	Nature	Camping Skills	Miscellaneous

**Languages Spoken:** \_\_\_\_\_

Did you ever attend camp as a child? ☐ Yes ☐ No Have you ever worked as camp staff? ☐ Yes ☐ No

**WAIVER AND RELEASE**

I certify that all information provided by me on this application is accurate and complete. I understand that intentional misinformation or omissions will disqualify me from consideration for employment and will be viewed as cause for dismissal if discovered after my being hired.

I agree to an investigation of the references I have supplied as well as confirmation of educational and employment data.

I understand, if I am accepted for employment, it will be conditional upon passing a complete physical examination.

I UNDERSTAND EMPLOYMENT IS NOT GUARANTEED FOR A DEFINITE PERIOD OF TIME, BUT IS CONTINGENT UPON EMPLOYER SATISFACTION. I UNDERSTAND I HAVE BEEN HIRED AT THE WILL OF THE EMPLOYER WHO CAN TERMINATE MY EMPLOYMENT AT ANY TIME, WITH OR WITHOUT CAUSE, AND WITH OR WITHOUT NOTICE.

I have read and understand the above waiver and release.

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**Go On**

- 6** Which of these is required after being accepted for employment?
- A** passing a first aid exam
  - B** passing a lifeguard training exam
  - C** passing a complete physical exam
  - D** passing a general knowledge exam
- 7** Which of these is requested in the **WORK EXPERIENCE** section of this application?
- A** a written letter of interest
  - B** clearance from a doctor
  - C** three names as references
  - D** a school transcript
- 8** If an applicant has had more than one job, how would the applicant indicate this?
- A** Write it at the bottom of the page.
  - B** Mention it in the interview.
  - C** Use an additional sheet of paper.
  - D** Request another application.
- 9** If the applicant is accepted for employment, what additional task is required before beginning work?
- A** contacting all references
  - B** taking a CPR course
  - C** passing a physical exam
  - D** completing an interview

**Go On** 

- 10** What personal information is NOT required on the application?
- A name
  - B address
  - C high school
  - D age
- 11** According to the application, what would happen if an applicant gave false information?
- A The applicant would not be hired.
  - B The applicant would have pay withheld.
  - C The applicant would have to reapply.
  - D The applicant would be put on probation.
- 12** In which section would the applicant find reasons for termination?
- A Waiver and Release
  - B Work Experience
  - C Specific Skills
  - D Educational Background



AIMS Reading Released Items for 2008

Item	Reading Item Data							
1								
	Item Number	3146887	Correct Answer	A	P-Value	0.57	Equated Rasch Value	0.4898
	2003 Reading Standard Alignment is Strand 3 – Concept 3 – Performance Objective 1							
<p>1 According to Elizabeth, what does limiting freedom of expression cause?</p> <p>A abuse of power by authorities</p> <p>B adequate information</p> <p>C injustice to be exposed</p> <p>D a more peaceful country</p>								
2								
	Item Number	3146886	Correct Answer	B	P-Value	0.68	Equated Rasch Value	-0.2188
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 3							
<p>2 What is Elizabeth’s solution to the problem of inaccurate reporting?</p> <p>A Publishers should alter reporters’ offensive documents.</p> <p>B Reporters should strive for honesty when gathering facts.</p> <p>C Citizens should freely speak about the issues.</p> <p>D Judges should support freedom of expression.</p>								
3								
	Item Number	3146890	Correct Answer	B	P-Value	0.71	Equated Rasch Value	-0.4085
	2003 Reading Standard Alignment is Strand 3 – Concept 3 – Performance Objective 3							
<p>3 Read this sentence from the letter.</p> <p>Instead of rushing to be the first with breaking news that may be misleading, incomplete, or wrong, journalists and reporters should work hard to obtain all the facts and report in an unbiased way.</p> <p>What assumption does Elizabeth make in this sentence?</p> <p>A Obtaining all the facts will cause reporters to be biased.</p> <p>B Rushing to report a story increases the chances of making an error.</p> <p>C Most journalists are concerned with being accurate and fair.</p> <p>D Citizens can trust most reports of breaking news stories.</p>								

AIMS Reading Released Items for 2008

4	Reading Item Data							
	Item Number	3153138	Correct Answer	A	P-Value	0.54	Equated Rasch Value	1.1923
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 3							
<p>4 Which opinion of Marsha Benton does Elizabeth argue against?</p> <p>A The U.S. needs more laws prohibiting criticism of elected officials.</p> <p>B The U.S. needs more laws allowing people to criticize government.</p> <p>C The U.S. needs more laws against journalists who libel officials.</p> <p>D The U.S. needs more laws against government officials who abuse power.</p>								
Item	Reading Item Data							
5	Reading Item Data							
	Item Number	3146879	Correct Answer	A	P-Value	0.72	Equated Rasch Value	0.2371
	2003 Reading Standard Alignment is Strand 1 – Concept 4 – Performance Objective 2							
<p>5 In the sixth paragraph, what is the meaning of <u>libel</u>?</p> <p>A spreading lies to damage someone’s reputation</p> <p>B criticizing authorities to cause trouble</p> <p>C exposing injustice to make the world better</p> <p>D controlling thought to maintain peace</p>								
6	Reading Item Data							
	Item Number	3016007	Correct Answer	C	P-Value	0.74	Equated Rasch Value	-1.4246
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 3							
<p>6 Which of these is required after being accepted for employment?</p> <p>A passing a first aid exam</p> <p>B passing a lifeguard training exam</p> <p>C passing a complete physical exam</p> <p>D passing a general knowledge exam</p>								

7	Reading Item Data							
	Item Number	3016004	Correct Answer	C	P-Value	0.86	Equated Rasch Value	-1.4011
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 3							
<p>7 Which of these is requested in the WORK EXPERIENCE section of this application?</p> <p>A a written letter of interest</p> <p>B clearance from a doctor</p> <p>C three names as references</p> <p>D a school transcript</p>								
8	Reading Item Data							
	Item Number	3146834	Correct Answer	C	P-Value	0.78	Equated Rasch Value	-0.1625
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 3							
<p>8 If an applicant has had more than one job, how would the applicant indicate this?</p> <p>A Write it at the bottom of the page.</p> <p>B Mention it in the interview.</p> <p>C Use an additional sheet of paper.</p> <p>D Request another application.</p>								
9	Reading Item Data							
	Item Number	3146837	Correct Answer	C	P-Value	0.84	Equated Rasch Value	-0.5984
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 3							
<p>9 If the applicant is accepted for employment, what additional task is required before beginning work?</p> <p>A contacting all references</p> <p>B taking a CPR course</p> <p>C passing a physical exam</p> <p>D completing an interview</p>								

10	Reading Item Data							
	Item Number	3146832	Correct Answer	D	P-Value	0.78	Equated Rasch Value	-0.1320
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 3							
<p>10 What personal information is NOT required on the application?</p> <p>A name</p> <p>B address</p> <p>C high school</p> <p>D age</p>								
11	Reading Item Data							
	Item Number	3146833	Correct Answer	A	P-Value	0.91	Equated Rasch Value	-1.3734
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 3							
<p>11 According to the application, what would happen if an applicant gave false information?</p> <p>A The applicant would not be hired.</p> <p>B The applicant would have pay withheld.</p> <p>C The applicant would have to reapply.</p> <p>D The applicant would be put on probation.</p>								
12	Reading Item Data							
	Item Number	3146838	Correct Answer	A	P-Value	0.83	Equated Rasch Value	-0.5561
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 3							
<p>12 In which section would the applicant find reasons for termination?</p> <p>A Waiver and Release</p> <p>B Work Experience</p> <p>C Specific Skills</p> <p>D Educational Background</p>								